



Faculty of Music Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Don Wright Faculty of Music
Degrees Offered	Bachelor of Music Bachelor of Musical Arts Bachelor of Arts
Modules Reviewed	<p>Bachelor of Music with Honors in Composition Bachelor of Music with Honors in Music Education Bachelor of Music with Honors in Music History Bachelor of Music with Honors in Music Theory Bachelor of Music with Honors in Performance (Orchestral Instrument) Bachelor of Music with Honors in Performance (Piano) Bachelor of Music with Honors in Performance (Voice)</p> <p>Bachelor of Musical Arts Bachelor of Musical Arts (Honors Music)</p> <p>Bachelor of Arts - Honors Specialization in Music Bachelor of Arts - Major in Music Bachelor of Arts - Major in Popular Music Studies Bachelor of Arts - Specialization in Music Administrative Studies</p> <p><u>Combined Degrees:</u> Bachelor of Musical Arts (Honors Music) and Honors Business Administration (HBA) Bachelor of Arts Honors Specialization in Music and Honors Business Administration (HBA) Bachelor of Arts Major in Music and Honors Business Administration (HBA) Bachelor of Musical Arts Degree and Music Industry Arts (MIA) Diploma (under the program title Music Recording Arts (MRA))</p>
External Consultants	<p>Dr. Janet Barrett, Marilyn Pflederer Zimmerman Endowed Scholar in Music Education, School of Music, University of Illinois at Urbana-Champaign Dr. Glen Carruthers, Dean, Faculty of Music, Wilfrid Laurier University Dr. Ryan McClelland, Associate Dean, Academic and Student Affairs, Faculty of Music, University of Toronto</p>
Internal Reviewer	Joan Finegan, Associate Dean Faculty of Social Science

Date of Site Visit	February 28 – March 1, 2019
Evaluation	Good Quality
Approval Dates	SUPR-U: June 10, 2019 SCAPA: September 11, 2019 Senate:
Year of Next Review	2026-27

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate modules delivered by the Don Wright Faculty of Music. This report considers the following documents: the program’s self-study, the external consultants’ report and the responses from the Program and Faculty. The Final Assessment Report identifies the strengths of the program, opportunities for program enhancement and improvement and details and prioritizes the recommendations of the external consultants and prioritizes those recommendations that are selected for implementation.

The Implementation Plan details the recommendations from the Final Assessment Report that are selected for implementation, identifies who is responsible for approving and acting on the recommendations, any action or follow-up that is required and the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities’ Council on Quality Assurance and is made available on a publicly accessible location on Western’s IQAP website. The Final Assessment Report and Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public, all other documents are confidential to the Program/Faculty and SUPR-U.

Executive Summary

Reviewers were provided with the faculty’s self-study, Western’s Institutional Quality Assurance Process, Faculty CV’s and both Western’s and OCAV’s degree outcomes ahead of the two-day IQAP review site visit. Reviewers met with senior administration (VP Academic Programs, & VP Academic Planning, Policy & Faculty), Department Chairs¹ (both separately and together), faculty members from each department, as well as with students from various programs. The Dean led a tour of the facilities and then together with the Associate Dean, engaged the reviewers in a discussion of the programs. The Associate Chief University Librarian and the Librarian for Music provided an overview of the resources available for music students. Meetings were also held with the Administrative Staff.

The program has undergone significant change in recent years, including a move to a 20 credit module from 22. This curricular reform was a challenging venture, and though not everyone is equally enthusiastic about the changes, overall the faculty believes that the curriculum changes

¹ The programs are situated within three departments: Music, Research and Composition; Music Education, and Music Performance Studies.

have improved the programs. The reviewers recognize and applaud the changes but did want to encourage departments to continue discussions about program-level outcomes. Because the changes were so recent, the Dean notes that it is difficult to determine the efficacy of them. Consequently, students expressed concerns about issues that had been addressed in the recent curriculum reform. For example, students felt the theory courses were not coordinated with general integrated music courses. Yet, within the new curriculum, such coordination now exists. When looking at the reduction in courses, the reviewers cautioned about insuring that material be removed rather than the same amount of material being crammed into fewer courses. Faculty were aware of this problem and noted that it will take several iterations of the new core curriculum to perfect the modules.

Significant Strengths of the Program

The Reviewers believed that overall the music program at Western was strong. They write: “The high regard in which Western’s music programs are held regionally, nationally and internationally is clearly justified. The commitment of faculty, staff, students and administration to program quality is much in evidence ... the Committee’s overall impression was of a robust and thriving Faculty of Music that is well positioned to continue in its role as a leader in higher education music”. The strengths include:

- An engaged student body who is committed to the Faculty of Music
- Committed Staff and Faculty, including dedicated part-time instructors
- New facilities, including state-of-the-art performance studios
- Many experiential learning opportunities (though there is concern that some students may over-extend themselves and that these opportunities could be integrated more into extant courses.)
- Excellent library resources

Summary of the Reviewers’ Key Recommendations and Department/Faculty Responses

1. The reviewers recommended a required course be developed for all performance majors that brings performance majors together and is open as an elective to students in other departments. (This should be done in such a way that the students’ workload is not increased.) The Music Performance Studies Department has already begun planning such a course that is team taught and integrates program learning outcomes.
2. The reviewers recommended that Music develop a plan to indigenize curriculum. Towards this end, the Dean is working on a comprehensive plan to incorporate indigenizing practices into the Faculty. In January 2020, a new World Music course will be implemented that includes an indigenous module. The fact that this course is “core” signals that indigeneity is central to a BMus degree at Western. Several courses already address indigenous issues (e.g., Cultural Practice in Music and Elementary Music Education) with plans underway to indigenize other courses. Outreach has been undertaken by a faculty member in Music Performance Studio who has visited a number of indigenous communities.

3. As of July 1 2019, there will be no Assistant Professors in the Faculty of Music. While the faculty shortage has short-term implications for delivery of courses, it will have significant long-term implications for leadership renewal. The reviewers felt that the lack of faculty hires was particularly critical in Choral Music, where two choral directors have retired and not been replaced. Thus, they recommended that a full-time appointment in Choral Music be made. While there is not uniform enthusiasm across the three departments for this appointment, all recognize the need. The Department Chairs point out that faculty renewal across all departments is desirable to avoid a potential looming leadership crisis.
4. The reviewers felt that all the facilities were generally excellent (new building, practice rooms, a new small performance hall, library resources). However, the students noted that the recording studio needed to be upgraded, a recommendation the reviewers endorsed. That said, a new 20-terminal music technology laboratory opened in Talbot College in September 2018 and popular instruments, microphones and amps were purchased with an APF grant in 2015. The Chairs noted that it is important still to have a budget to upgrade equipment related to the popular music studies module.
5. Music students suffer from a host of difficulties some of which are common to most students (time management, workload issues, adapting to life away from home) and some particularly relevant to students in music (performance pressures). While resources are available centrally, the reviewers recommended that health and wellness be integrated throughout the program, particularly in first year. The Faculty have already developed one such course -- the new Music Teaching and Learning course. It involves a "sound lab" which provides multiple modules examining music and well-being. While the reviewers recommended implementation at the course level, it is important to keep in mind that Western is implementing the Student Mental Health Strategic Plan which could provide co-curricular opportunities for wellness education. Other ways to enhance well-being include introducing a series of workshops on the topic, and ensuring that the popular workshop on the Alexander Technique continue.

Other Opportunities for Program Improvement and Enhancement

In addition to the recommendations, the reviewer identified these considerations which could enhance or enrich the program:

- Currently Music does not have a diversity, equity and inclusion plan and the reviewers recommended developing one. That said, there have been some positive moves toward increasing curricular diversity and inclusivity, (e.g., elements of world music have been incorporated into the core history and theory curriculum). The Faculty plans to collaborate with Equity and Human Right's Services to offer training around diversity and equity.
- Explore the possibility of more dual degree programs.
- Integrate experiential learning into the curriculum, and ensure a progression of cumulative experiential learning opportunities. In this way, students can develop an experiential learning portfolio.
- Integrate students in the popular music stream with other students and programs
- Ensure that courses that appeal to the wider university audience (e.g., jazz history, music & film) be offered

- Consider whether the first-year Teaching and Learning course should be mandatory for all since “almost all music students will teach in one capacity or another in the course of their career”

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans’ Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Create a required course for performance majors	Develop such a course		
2. Develop an indigenous plan for the faculty			
3. Ensure appropriate faculty resources for choral music instruction			
4. Ensure adequate recording equipment	-equipment has been upgraded but important to ensure budget to maintain facility		
5. Integrate musicians’ health and wellness into curriculum	-examine course curriculum and other alternatives to ensure that students’ wellbeing is protected		